**Multimedia Presentation**

**Indicators**

* I can prepare and deliver a multimedia presentation. I good multi-media presentation has:

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| **Criteria** | **Strong** | **Competent** | **Adequate** | **Developing** | **Not Yet** |
| **100%-86%** | **85% - 76%** | **75% - 66%** | **65% - 50%** | **Below 50%** |
| Representation is original and insightful. | Representation is original and insightful. | Representation is original and insightful. | Representation is original and insightful. | Representation is original and insightful. |
| **Message Quality** | • Message is clear, focused, and well- developed.  • Main idea(s) is/are supported with insightful, original, and interesting details. | • Message is clear, focused, and developed.  • Ideas and details are relevant and appropriate to the message. | • Message is adequately communicated.  • Most ideas are supported. Paper would benefit from additional details. | • Message is discernible.  • More details are needed to support the main idea(s) and/or to give a clear focus to the composition. | • Main message or focus is unclear.  • Ideas are not supported, and sometimes inappropriate or irrelevant details are used. |
| **Organization and Coherence** | Representation is well-organized and logically developed. | • Representation has a clear central focus (main idea) and a clear sequence. | Representation has a recognizable introduction and conclusion but the central idea is not sufficiently or logically developed. | • Representation  does not have a  clear focus. | • It lacks  organization  and structure.  The introduction  or conclusion  is ineffective or  non-existent.  Ideas are loosely  strung together. |
|  | • There is evidence of careful planning and preparation. | • There is evidence of adequate planning and preparation. | • There is evidence of planning and preparation. | • Planning seems incomplete or inadequate. | • Planning and preparation are not evident. |
|  | • All elements (e.g., graphics, movement, sound, diagrams, charts, photographs, spacing, colour, lettering) are effective. | • Most of the elements (e.g., graphics, movement, sound, diagrams, charts, photographs, spacing, colour, lettering) are effective. | • Some of the elements (e.g., graphics, movement, sound, diagrams, charts, photographs, spacing, colour, lettering) are not clear and consistent with the purpose. | • Many of the elements (e.g., graphics, movement, sound, diagrams, charts, photographs, spacing, colour, lettering) are not as clear or effective as they could be. | • Most elements (e.g., graphics, movement, sound, diagrams, photographs, spacing, colour, lettering) are of limited effectiveness. |
| **Language Cues and Conventions** | Language, tone, and point of view are appropriate to the purpose and audience.  Word choices are interesting and appropriate. | Language and tone keep with the purpose and audience. Most word choices are effective. | Language and tone are appropriate. Most word choices are appropriate and correct but they lack flair and originality. | Language and tone are acceptable but language is mechanical. Word choices are common-place and lack punch. | Language and tone may be inappropriate. Word choices are vague or inappropriate. |
| **Presentation** | Presentation has an overall appeal to the audience, communicates and complements the ideas, and utilizes the chosen media effectively. | • Presentation is clear and focused. The presentation appeals to the audience. | • Presentation is satisfactory but is not necessarily polished. | • Presentation is uneven and lacks clarity. | • Presentation is unsatisfactory, sloppy, or inadequate. |
|  | The final presentation is polished and original. | • The final presentation demonstrates good control over most of the elements of presentation. | • The presentation has some appeal to the audience, communicates the basic message but does not always utilize the media to the best advantage. | • The presentation communicates incomplete or inappropriate use of the media. | • Technical or conceptual problems interfere with the communication. |